DOCUMENT RESUME

ED 208 827 IR 009 735

AUTHOR Rosenau, Fred S.
TITLE Social Marketing. A Guide. First Draft.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE 81
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Advertising; *Cost Effectiveness; Educational Change; Exhibits; *Marketing; Media Selection; *Merchandise Information; *Nonprofit Organizations; Public Opinion; Seminars; Social Change
IDENTIFIERS Direct Mail Advertising; *National Diffusion Network; Networks (Persons); *Social Marketing

ABSTRACT

This introductory guide to nonprofit social marketing provides marketing techniques and guidelines in seven chapters. Topics covered include a general discussion of social marketing, with several definitions; market research, including factors to be considered in planning a marketing strategy, forces for and against educational changes, cluster examples of potential buyers or adopters, and the qualities of a marketable product; ways to make marketing more efficient and the usefulness of networking; the purposes of messages, interesting news features, and marketing goals in building an image; the techniques of mail order and display advertising and promotional materials, including sources of information on direct mailing; effective techniques for successful presentations, the advantages of exhibiting a product or service, and the use of seminars; and selling costs involved in nonprofit marketing. (EBF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208827

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SOCIAL MARKETING

A Guide

First Draft

Fred S. Rosenau
ED Materials/Support Center
1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fred S. Rosenau

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET SAN FRANCISCO CALIFORNIA 94103 415/565-3000

IR009735

Acknowledgments

Many people have contributed to the publication of this guide. It would not exist if it were not for the goodwill of Department of Education program officers--especially Lee Wickline of the National Diffusion Network Division and Jean Narayanan of the Office of Dissemination and Professional Development. Many participants in the National Diffusion Network taught me a great deal about marketing in the public sector that I had not discovered during my years in commercial publishing.

The books of Phillip Kotler, Gerald Zaltman, and others in marketing have provided a theoretical basis of considerable value. My colleagues at Far West Laboratory for Educational Research and Development--in particular, Paul Hood--have kept me on task and offered sound guidance.

This is no more than a first introduction to a complex field. Any faults are my own.

F. S. R.
July 1981

Preface

The National Diffusion Network (NDN) became involved with several market-minded individuals at our first formal gathering of Developer/Demonstrators (D/Ds) and State Facilitators (SFs) in 1974. Two people who made an impression on me at the time were Bob Follett of Follett Publishing Company and Fred Rosenau of Far West Laboratory for Educational Research and Development, formerly with Random House. So it seems entirely appropriate to me that Fred's final assignment under a support contract awarded by the NDN Division of the Department of Education should be this "how-to" guide to nonprofit marketing.

All of us in the NDN must be marketing oriented at all times. We have an image to uphold and a host of excellent products and services to sell to educators and parents. Everything we offer has been impartially evaluated. Our marketing goals remain the same as when we launched the NDN: to share useful ideas, high-quality products, and training, all of which have been developed by teachers and researchers. We are in the business of implementing practices that can make a significant contribution to excellence in education.

Through our Facilitators, and through our catalog called Educational Programs That Work, we offer a wide range of choices that schools, teacher trainers, and parents can review, observe, and experiment with. The choice lies with the "buyer." What we market is training in and use of exemplary programs. The adopters (buyers) are free to choose whatever is best for their philosophies, interests, and needs.

This publication is one of many prepared for the NDN that over the years we have been pleased to make available to others in education and companion fields. We hope it will be useful to those who share our hearty commitment to excellence in education everywhere in the nation.

Lee E. Wickline
Director, National Diffusion
Network Division
Office of Dissemination and
Professional Development
Department of Education

Contents

Preface

Chapter 1 - An Introduction to Social Marketing, 1

Chapter 2 - Market Research, 3

Chapter 3 - Innovation and Change, 7

Chapter 4 - Building an Image, 9

Chapter 5 - Advertising, Direct Mail, and Promotion, 13

Chapter 6 - Presentations, Seminars, Exhibits, 16

Chapter 7 - The Cost of "Selling", 19

Chapter 1

An Introduction to Social Marketing

What is social marketing? It's

*a group of teachers who have developed an exemplary program and are trying to persuade other teachers to try it in similar classrooms

*a health organization that is eager to inform the public of the dangers of cigarette smoking

*a public hospital that is trying to recruit nursing personnel

*a college that is trying to raise endowment funds from alumni and foundations

*a government agency that is selling how-to publications to those who could benefit from what they have to say

*a conservation group that is seeking volunteers to help solve some problem in the environment

*a welfare agency that is making nutrition information available to the public

*a church that is soliciting donations of clothing for the indigent

*a university extension division that is offering courses for adults in the community.

According to Philip Kotler (see Marketing for Nonprofit Organizations, Prentice-Hall, 1975), social or nonprofit marketing consists of a mixture of exchange relationships with various markets and publics. Others have said that the purposes of social marketing are to bring about measurable behavior changes among targeted public and professional audiences by applying profitmaking marketing and communication techniques to social issues, practices, and programs.

Marketing management, in Gerald Zaltman's words, is the analysis, planning, implementing, and controlling of activities to achieve objectives with target markets. But marketing is not just "selling." Selling products or services is simply one aspect of marketing. As such, the skills of selling will be only lightly touched on in these pages.

Business and industry think of marketing as the activities that bring about the exchange of goods and services for monetary reward. The goal is to earn profits and to gain consumer satisfaction. The marketer tries to understand consumer behavior, design products that will be satisfying, identify channels for making the products available, choose messages

and media for communication, and in time to earn a profit from the enterprise larger than that to be achieved by merely investing the same capital in some other fashion.

Writing in the Journal of Marketing ("A Generic Concept of Marketing," v. 36, April 1972, pp. 46-54), Kotler stated:

> A price can be charged for museum attendance, safe-driving lessons, birth control information, and education. The fact that many of these services are offered "free" should not detract from their character as products. A product is something that has value to someone. Whether a charge is made is an incidental rather than essential feature defining value. In fact, most of these goods are "priced," although not in the normal fashion. Police services are paid for by taxes, and religious services are paid for by donations.

Kotler argues that social marketers must study their potential markets and the wants, attitudes, and habits of those they intend to serve. Products or services must be carefully designed so as to appeal to that audience. Distribution and public information efforts must be tailored for optimal efficiency at a time of limited public resources. And there's a need, always, to keep in close touch with how well clients' needs are being served.

Social marketing is clearly a set of exchange relationships. If funding support comes from a public treasury or from a foundation or from contributions, those who provide the funds must be satisfied if the social marketing venture is to continue and flourish. The staff of the social marketing agency must be adequately compensated and volunteers must be assured of intangible rewards. Working conditions must be resonably comfortable. And, obviously, the clients--whether students, patients, recruits, or whoever--must feel that the products or services are worth the effort expended to obtain them.

Every social marketer has to attend to the needs, interests, and wishes of a variety of "publics"--legislators who authorize and appropriate funds, parents and family of clients, supporters, suppliers, donors, agency directors, the mass media, and so on. Without their goodwill, a social marketing endeavor is likely to fail. Each must be offered certain benefits in return for their encouragement, contributions, or help.

Social marketing, then, is what a person or group does to induce other people or organizations to believe in or do something for a social purpose. The purpose may be improved learning opportunities, better health, a cleaner or safer environment, increased participation in the democratic process, or any other "social good." What is marketed may be an idea, a service, a product, or an organizational entity.

To engage in marketing, a nonprofit group must have a product or service to offer to some potential users. A price for the product or

service must be established. A distribution plan is needed. And a promotional campaign must be mounted. Finally, some means of measuring the results of the marketing effort must be devised.

Chapter 2

Market Research

Keep in mind questions like these in planning a marketing strategy:

*What is the "product" or "service"? Does it have the best "name"?

*How many parts are there? Could it be made more efficient by consolidation?

*What sort of users or clients is it intended for? Which groups might find it valuable?

*How many potential users are there? Can they be classified into primary, secondary, and tertiary users?

*Where are the users located? Are they geographically clustered or widely dispersed?

*Do competitive products or services already exist, or are some likely to become available soon? How does this product or service differ from them?

*What do the competitve products or services cost per use? Will this new one cost more--or less? Can the user afford the price?

*Will the intended users have to change their habits and procedures to adopt this new product or service? Will the alterations be costly or difficult?

*How much effort--and what kind--will be needed to motivate users to try the product or service?

*Will legal or safety or emotional problems arise when the product is installed? Is social opposition likely?

*Will specialized or expensive technological hardware be required? If so, how do users obtain it? Should the new software be altered to fit existing hardware?

*Are state, federal, foundation, or charitable funds available for purchasing or renting the product? Is a subsidy likely to be needed?

*How will professional organizations view the product? Is it likely to appear to threaten or support their goals?

*What agency will manufacture and service the product? Is it able to sell, rent, promote, distribute, warehouse, invoice, collect payments, etc.?

*Is there provision made to monitor the product or service while in use and to collect information needed to carry out revisions later?

*What price are users willing to pay, both initially and on a continuing basis? Will the product or service seem attractive and cost-effective at that price?

*Is the product likely to become dated? How often will it require revision?

*How much promotional effort will be needed to create user interest and encourage a suitable tryout?

*Do users need special training before putting the product to use? If so, who will provide the training and where?

*Will free samples be needed to bring about adoption and use? How large an inventory is needed for preview and sample copies?

*How many units of the product can be installed the first year? Second year? And so on...

No matter what type and amount of market research is conducted before full-scale production begins, every social marketer must:

1) identify a need
2) specify the audience
3) conduct a search of available, similar products or services.

In this way, the marketer gains insight into the size and characteristics of the market, current economic factors, the competitive position, "pipeline" or distribution problems, and recent trends in the field.

In education, for example, recent trends include the following forces for and against change:

*declining school population

*economic stringency

*public dissatisfaction with public schools

*increasing pluralism

*emphasis on "basics"

*controversial topics in the curriculum

*teacher militancy

*teacher surplus

*likelihood of consolidated grants

*agitation about tuition tax credits and vouchers

*technological advances (calculators, computers, cassettes)

*statewide textbook adoption procedures.

Some or all of these factors will very probably impinge, either negatively or positively, on the marketing possibilities for each new product or service offered to educators in the 1980s. But the social marketer will need to consider, for a given locality, various other specific conditions, such as the presence or absence of an active parent-teacher association, the advent of new industry, suburban growth, the influx of tourists or retired people, and so forth.

"People" factors play a significant role at each potential adoption site, so it will be important to analyze expectations of school board members, the superintendent, central office staff, the purchasing agent, building administrators, media specialists, parents, and students. Situational factors to consider include organizational size, degree of centralization or decentralization, and such ad hoc conditions as recession, strike, or textbook controversies.

Market segmentation is the technique used to assure that promotion and distribution efforts are sharply focused. An early childhood product or service is intended for parents, preschools, and elementary schools. The audience may be further narrowed to only potential adopters in a geographic region, only those concerned with bilingual instruction, or only sites where an expenditure of "X" dollars per learner is feasible.

Geographic, demographic, and volume (number of units) segmentation

are relatively easy to work out. Much more challenging is benefit segmentation, in which marketers seek out clusters of possible buyers or adopters who think alike. For example, a possible cluster would be parents, teachers, and administrators who want children to be quiet and well-behaved in contrast (perhaps) to those who strive for intellectual curiosity at all costs. Other possible clusters might be:

*those who want an inexpensive alternative

*those who want a validated alternative

*those who want a fashionable alternative

*those who want an alternative already used by trusted peers

*those who seek status

*those who aim at rationality

*those who stick to conservative ways

*those who insist on being on the cutting edge.

The marketer searches for patterns so as to take advantage of existing segments. No marketer can successfully appeal to all segments, so it is necessary to design the product or service and the promotional effort to fit one or more market segments as precisely as possible.

To be marketable, a product ideally should be:

*complete, so it can stand alone at the adopting site

*timely, so it will solve a current challenge that adopters are facing

*competitive, so it will not simply duplicate existing products or services

*attractively packaged, so it can be identified readily at sight

*functional, so that it really works effectively as intended

*appropriate for the skills and knowledge of those who will be putting it into practice.

Robert Townsend, in Up the Organization (Knopf, 1970) said that in marketing, five basic questions are considered:

*What are we producing?

*For whom?

*At what prices?

*How do we get it to them?

*In what form?

If market research answers these questions, it can be the best disaster insurance an entrepreneur can obtain.

Chapter 3

Innovation and Change

Marketers, whether profitmaking or not, seek to bring about change in the attitudes and behavior of some specific group of people. During the market research phase, they are considering such questions as:

*What's it like out there?

*How can we explain that?

*Is our explanation sensible?

*What should we do now?

*What results can we hope for?

And later, after an innovation has been launched, another question arises:

*Did we achieve the hoped for results?

In education, the consideration of what it's like out there has been going on for many years. All sorts of innovators have been thinking about what sorts of products or services to offer in the hope of improving education at various levels, from preschool to postsecondary and adult. And in recent years many of them have taken advantage of a growing body of research on educational change that suggests ways to make their marketing more efficient. Research suggests, for example:

*There are different sorts of market segments that may be approached, ranging from "early adopters" (those most likely to try something innovative) to "laggards" (those least likely to change their attitudes and behavior). A marketer can set goals and objectives based on how deeply the market is to be penetrated in a given time.

*Organizations and individuals do not behave alike. A product or service offered to a college instructor can be adopted by a single individual, without consultation with anyone else. A change in an elementary school will involve decisionmaking by administrators, teachers, perhaps parents and community groups, the school superintendent, and perhaps others (e.g., the district purchasing agent, state textbook commission, etc.).

*Redundancy is a vital factor in bringing about change. A single direct-mail message, a single conference presentation, or a single visit to the site doesn't lead to significant change. A whole series of carefully orchestrated steps, leading the potential adopters from early awareness through a pilot trial and on to full-scale institutionalization will be required.

*Incentives will be needed. The change may be seen as contributing positively (it fills health or safety needs, is entertaining or satisfying to try, leads to new friends and acquaintances, is promoted by an admired individual, and so on) or negatively (it is required by the agency or by state law). An official may advocate adoption of an innovation that brings him or her recognition, career advancement, new opportunities, additional local support, reduced costs, or that assures a solution to a pressing problem (discipline, test scores, community dissatisfaction, etc.).

*Change takes time. Levels of use of an innovation have been defined as ranging from non-use through orientation and preparation, on up to routine use, refinement, integration, and renewal. (See G.E. Hall, et al., "Levels of Use of the Innovation" in Journal of Teacher Education, 1975, v. 26, no. 1, pp. 542-56.) Small steps, one at a time, may be required to bring about improvements in educational practice. And the building principal is certainly a key to whether or not the innovation will be firmly planted and change will really occur. For change to occur, cost factors must be perceived as reasonable in relation to effects. Ideally, the change effort should lead to savings in time and perhaps comfort. Risk should be minimal. The results should be clear and visible. The new service or product should appear compatible with the existing "thing" it will supplement, complement, or replace. It should be acceptable to any and all decisionmakers, as well as to the intended users and beneficiaries.

Networking may be useful in helping to bring about change. A network should provide information and support among participants who are considering the innovation being marketed. Networking may be used in two ways:

1) An informal network of social marketers may share know-how and techniques to increase their individual effectiveness and efficiency, as well as to reduce risk and avoid duplication of effort. For example, teacher centers actively share information on how to draw teachers in to a center, how to gain local support, and how to raise funds. Early childhood projects might share information on how to obtain lists of preschool sites. Junior colleges and university extension divisions might share, through their professional association or informal linkages, ways of enrolling students in specialized offerings. Social marketers whose services do not duplicate each other might share the cost of a direct-mail campaign.

2) Networks of similar adopters may be formed to share the costs of training, materials production, evaluation, post-adoption monitoring, among other activities. Such a network would have a strong sense of commitment to the innovation, a feeling of shared purpose, a mix of information sharing and psychological support, a person acting in the role of facilitator, and a commitment to voluntary participation and equal treatment.

Marketers may use rational and/or emotional appeals in their efforts to bring about change. Rational appeals include talk of efficiency, reliability, economy, quality, convenience. Emotional appeals might touch on faddism ("back to basics"), ambition or pride, helping children or slow-learning adults, the charisma of the innovator, or diversion from other problems. But before any full-scale marketing effort is undertaken, decisions must be reached as to which claims will be made and to which market segments. Also, it is prudent to discover how potential adopters feel about those claims so as to be clear about which characteristics of the product or service to emphasize to which market segment. Some of this information can be gleaned from competitors, some from potential "customers," and some from colleagues.

Chapter 4

Building an Image

For social marketing to succeed, the organization or agency that is launching an innovation needs a positive image--as viewed at its own site, at various levels of policymaking, at adoption sites, and else-

where. Image-building in the public sector is often labeled as public relations, public information, university relations, press relations, etc.

Many people, at many levels, are actively involved in public education in various ways, at different times:

Federal level: executive branch, Congress, independent federal agencies, federal courts, etc.

State level: state boards, regents, state legislators, statewide officials, state education agency, state courts, etc.

Local level: school board, superintendent, administrators, building principals, teachers, parents and students, city and county government, etc.

plus professional associations, intermediate education agencies, unions, business and industry, community groups, media, and more.

For all of them, in varying degrees, the social marketer as "sender" creates messages that move via channels to the various audiences. The purpose of the cumulative messages may be to:

*create prestige and a favorable image

*promote products or services

*maintain goodwill among staff and colleagues

*foster goodwill among community groups

*build useful links with colleges, schools, and other education agencies

*overcome misconceptions

*build goodwill with suppliers, government units, distributors, etc.

*attract capable personnel

*inform potential customers or clients about products or services

*educate the public about goals and accomplishments

*build goodwill with media.

Rarely will a social marketer have a genuine news story for the media--something likely to be treated on an evening television news broadcast or on the front page of a metropolitan newspaper. But media coverage can often be obtained for feature material: an interview with an important visitor, an appearance before a public body, names of

new appointees, results of a poll or survey, improved test scores, publication of a timely report, a tie-in with news of the day, a special achievement or completion of a project. A well-constructed letter to the editor can also help to attract attention to the marketer's venture, if it's not viewed as purely self-serving.

News is interesting when:

*it's really new (the first trial in the state of an unusual teaching technique)

*it's really novel (a local teacher wins a national award)

*it's related to a well-known person (a TV personality visits the classroom)

*it affects lots of people directly (school taxes will be reduced)

*it involves conflict (athletic victories)

*it involves mystery (test scores rise without any change in teaching practices)

*it looks to the future (improvements will be made to a school building).

The goals, objectives (are they attainable?), and tactics (is the staff capable?) of the marketer's image building will grow logically from the marketing goals. Here are some possible marketing goals:

*to build or maintain friendly relations with client groups

*to attract funding contributions or other external fiscal support

*to change the habits of teachers and students

*to serve new or different clients

*to enroll new members or students

*to increase attendance at key meetings or events

*to launch a new product or service

*to increase sales or subscriptions for nonprofit publications

*to obtain community cooperation

*to recruit personnel, volunteers, or aides.

For each of these goals, different media and different messages may be needed. Decisions must be made about whether the target media will be specialized newspapers or magazines, local radio or TV stations, a special section (family life) or program (science news), a particular columnist or broadcaster. Is the home town angle to be featured? Are photographs with captions desirable? Is an interview likely to be productive?

But always the same questions remain: Is this really a news story? Does it have a local or national focus? Who may be interested? Who cares? What's unusual?

Robert Benjamin, education writer for the Baltimore Sun, has cautioned that the bad news about schools will get out, no matter what's done by public information people. "About the only way to get the good news to the public is to open the schoolhouse doors--wide." He also counsels that "reporting from a school runs counter to all a reporter's training. It isn't an event like a fire, and it doesn't lend itself to nice, neat pictures." Since education reporting takes a lot of time, many reporters wonder why they should bother. Benjamin believes that reporters are most interested in knowing what's being taught, how well that's working, and what evidence supports the outcomes.

Reporters need help to develop their stories. They want all the facts ("Don't stonewall"). If the story is complex, like test results, a well-written information packet should be prepared.

The public service director and the program director are the people to work with at a TV station. Exposure can be obtained through talk shows, interview programs, editorials, special programming, and so on. When working with television, persuasive visuals may be needed--possibly existing film or videotape or high-quality transparencies.

Radio stations offer more opportunities for public service announcements than does TV. Often they're more community minded and thus more likely to carry a campaign as their own effort for a week or a month. Writing a radio script requires special skill, but recorded spots (with varied voices, sound effects, and music) are easy and inexpensive to produce from a well-prepared script. Also, radio offers community bulletin boards, station editorials, and so on. Best of all, radio tends to be selective in targeting messages to specific market segments (youth, middle-aged intellectuals, ethnic group members, etc.).

A wide array of "how-to-do-it" tools is available for image-building. They offer tips on preparing a press release for print media, developing releases for electronic media (not more than 45 seconds reading time), setting up public relations programs, planning a press conference, using newsletters to communicate with members or colleagues, techniques for writing news, using public service announcements, among others. All such tips grow out of the classic "Ws": who, what, when, and why?

Evaluation of a public relations effort differs little from evaluation of a total marketing effort. The evaluation should focus on effectiveness, affect (satisfaction), and potential for spread (what sort of recommendations to others are being generated?). The evaluation begins with the audience's perception of a problem that exists (e.g., pupils seem to need help in computer literacy) and ends with the magnitude and pervasiveness of attitudinal or behavioral change achieved (number of messages received, decoded, and acted upon in the intended fashion).

For image building to be effective, all communications must be noticed, read, and remembered. To help achieve that goal, most marketers use a logo (short for logogram), a visual symbol of an idea. A powerful logo will be a unique shape that has clear informational qualities: for example, an extended arm if the service is reaching out into the community or an emerging butterfly to suggest development of human potential. The logo should convey a feeling about the service or the organization; it should be a symbol that will attract attention, make a statement, and stimulate a positive reaction.

Educational marketers can obtain excellent public relations guides, as well as personal advice, from the National School Public Relations Association, 1801 N. Moore St., Arlington, Virginia 22209.

Chapter 5

Advertising, Direct Mail, and Promotion

Since many educational publications carry display and coupon advertising, a social marketer may be tempted to use the same techniques. And for a simple packaged product, one that stands alone and is easily shipped by mail, one that clearly fits current educational practices and procedures, mail-order advertising may prove an effective promotional channel. Indeed, so long as the U.S. Postal Service will transport a book from New York to New Jersey at the same rate as from New York to California, mail-order possibilities may appear promising.

But display advertising, to announce a new product or service or to remind potential customers about a tried-and-true opportunity already familiar to them, should be viewed with caution unless advertising to reach a given market segment can be purchased at an

attractive cost. Advertising costs should be computed on a rate per thousand basis; that is, a marketer should calculate the number of people likely to become adopters who can be expected to see the message in a given advertisement in one issue of a given publication. Those who see the message may include some percentage of the paid subscribers (the ones who ostensibly read all of every issue), some percentage of visitors to libraries and resource centers, and some percentage of those who obtain the publication when it is handed along by the subscriber.

Publishers' representatives for some media can provide estimates of readership along with audited circulation figures. The publication's rate card shows the cost of buying a given unit of space, from one inch to a full page or several pages. But only through costly advertising research can a marketer determine with any accuracy how many people saw, read, or acted on a specific advertisement. Advertising cost can be kept low by arranging to have the publication set type from a rough layout supplied with the insertion order. In this case, a proof will be submitted for checking before the advertisement appears in the publication. The advertisement can be timed for publication when (a) there are few or no competitive ads scheduled, or (b) buying decisions for the product or service are likely to be reached, or (c) a thematic issue is planned that will focus on problems the product or service has been developed to solve.

Advertising can also be prepared by a professional advertising agency. The agency receives a commission from the publication and thus does not usually charge for certain of its services. However, there are likely to be charges over and above the space rate for inserting the ad. All these costs should be determined in advance.

Unless the product or service to be advertised has a unique feature that gives it an edge over competing offerings, there's not much point to trying advertising as part of the overall marketing effort. An advertisement is supposed to move people in ways that go beyond rational understanding. The aim is to get at people's motivation and impulses through suggestion, association, redundancy, identification, or fantasy. Without an extensive amount of time and talent, it's unlikely that sufficient creative imagination can be harnessed to go with the scientific thinking that underlies the product or service. A powerful advertisement uses two levels of symbolic language: rational (to express logical thought) and nonrational (to evoke feelings, attitudes, moods).

Mail-order (or coupon) advertising is a science, not an art. Every expenditure can be traced directly to outcomes: inquiries or orders received by mail or phone. Every coupon carries a key number (Suite 111, Room 14A, Box C17, etc.). The orders are analyzed by key: number of inquiries and orders, size of average order, repeat orders, bad debts, returns, and so on. Precise calculations of these returns in net dollar volume tell the advertiser whether the cost of preparing and placing the ad resulted in a net profit. The most successful mail-order ads are rerun in the same medium, and in other

media, as often as possible. The marginal ads are dropped or changed.

A low-budget marketer will want to consider working out with publishers of magazines or journals what might be called "cooperative venture" ads or "per-inquiry" ads. Here the periodical accepts the coupon ad on risk basis, without payment for the space the ad occupies. The ad is run on a page that would otherwise not be filled with paid advertising. As the orders, properly keyed, arrive at the offices of the marketer, a tally is kept and the publisher of the periodical is paid so many dollars for each valid order received. Such an ad may earn for the periodical publisher more money than regular rates might produce if the offer is successful with readers of the publication. But most important, the ad helps to fill up unused space, makes the publication look healthy, and provides a service to its readers if the product advertised is a useful one they might otherwise not discover.

Skilled mail-order advertisers--those who have built up over the years very extensive data banks and who work with computerized mailing lists--can estimate a few days after mail has been received what the total returns will be. A major mail-order catalog operation weighs the incoming mail sacks on the loading platform in the morning and can estimate with precision the total dollar amount of business by mail for that day.

For the average, small nonprofit user of bulk-rate mailings, the lessons of the giant direct-mail industry may be viewed only as cautions. The mailing list (is it current and clean?) is vastly more important than the product or service to be offered. A unique and invaluable product offered to people who can't or won't buy it or use it is certain to fail. And lists of proven buyers by mail will outproduce compiled lists of persons who happen to fall into a given category, provided the buyers have recently bought something that shows their likely interest in the new product or service being offered to them.

Lists should be tested in modest quantities (perhaps 2,000 names out of a large list) before a commitment to rent the full list is made. The test quantity should not represent only one or two states. A representative sample of the entire list is needed.

Accurate records must be kept for each portion of the test mailing, coded by key(s). Without such data, no continuation mailing(s) can be planned. Also, arrangements must be made to fill all mail orders promptly and to handle payments efficiently with proper accounting methods. If payment with order is required, fewer orders can be anticipated since the buyer cannot examine the product in advance. Open-account billing usually produces a greater volume of orders, but collection then becomes a major headache for many nonprofit agencies.

Advice on direct-mail operations can be obtained from the Direct/Mail Marketing Association, 6 E. 43rd St., New York, NY 10017. There

are also Direct Marketing Clubs in some of the major cities, through which professional help may be available.

Promotional materials--other than direct-response advertising--come in a variety of forms, such as leaflets, flyers, brochures, booklets, catalogs, and inserts. They may be distributed by mail (using rented or compiled lists, or in response to phone or mail inquiries), by hand (at meetings), or by display in piles at high-traffic locations frequented by likely prospects (e.g., on a table at a convention). Often they are printed on color paper stock to help in catching the eye of the intended audience. They range from simple to elaborate. A second color or ink is often used to add visibility to headlines or key ideas. As in the case of materials used in press relations, a logo is desirable to reinforce the image being built.

Promotional materials are intended to tell the marketer's story when he is not present, or to remind clients of key points that he has already emphasized. Each piece should carry a full address and phone number from which additional information can be obtained.

For advice on developing this type of material, see Guide to Packaging Your Educational Program (submitted to ERIC).

Chapter 6

Presentations, Seminars, Exhibits

Social marketers find many opportunities to make presentations to large and small audiences at conferences, meetings, conventions, and workshops. But not all of them use these opportunities to the best advantage.

An effective presentation is one that offers variety and variation--not just a monologue. Visual aids, audio aids, funny stories, demonstrations, homey sayings, local references, and all sorts of other techniques can be adopted or adapted to add sparkle to the presentation. Best of all, the participants can be provided with activities or simulations or games to play that give a more tangible feeling of what adoption of the product or service would entail.

Visuals may include realia, displays, audiovisual presentations,

posters, large-print checklists, chalkboard notations, and so on. Ample time should be allowed for participants' questions to be answered.

The presenter needs to be certain that everything required for the session is hand-carried to the meeting site or is guaranteed to be available and in working order before the session begins. Such mundane tools of the trade as tacks, tape, felt-tip pens, projectors, extension cords, and converter plugs need to be there when they are needed.

Techniques found effective by successful presenters include:

*playing recorded music before the meeting begins (use a portable tape recorder) to attract participants and to dispel the anxiety of early arrivals

*using two or more newsprint pads, one to outline the presentation, the other to list questions raised by participants

*using a corkboard to display materials referred to during the presentation; just the cover of a publication mounted in a plastic sleeve may be tacked up, while the complete product is displayed on a table

*using a colleague or "assistant" from the gathering to help in distributing handouts, operating audiovisual equipment, or requesting less noise in an adjoining meeting room

*before the presentation, arranging the furniture so that participants are comfortable and able to see and talk with each other; informal seating arrangements often are desirable

*bringing a satisfied adopter or user to the session so that participants can talk with someone familiar with the mechanics and pitfalls of the adoption process

*collecting names and addresses of all participants to add to the mailing list of prospects; each participant should have a brochure to take away after the session

*making sure that there is adequate inventory on hand if products are to be sold at the session.

A large convention may not be the ideal setting for presenting a new product or service unless the marketer has been assigned a prominent role on the program that will assure selective attendance of qualified prospects. Many marketers have learned that small sessions on specific problems recruit a more likely group of prospects than a massive gathering of the merely curious. If too many other functions occur simultaneously at a large convention, attendance may be small.

With the high cost of travel and the increasing use of telephone conference calls, other possibilities should be explored for each market segment that is under consideration. It may be more cost-effective to reach fewer potential adopters or users face to face in the course of normal travel than to schedule a one-shot, long-distance jaunt just because an invitation has been extended by the hosts of a professional meeting.

Invitational seminars can prove effective for marketers who have attained visibility and who have something unique to offer. For a seminar, it may be advisable to have some sort of advisory committee composed of experts whose names will be recognized by prospective adopters. If this route is chosen, it is advisable to construct a program that moves from large-group major presentation sessions into smaller roundtable discussion groups. Speakers should be invited to arrive the evening before the session so that they can talk with each other ahead of time. It is not uncommon to charge participants a reasonable price for a worthwhile seminar.

Exhibit tables or booths at major conventions are not likely to be cost effective unless the exhibitor is extremely well-known to convention attendees and obtains a prominent location in the exhibit hall. The hidden costs of having a knowledgeable booth attendant during exhibit hours often tend to be overlooked.

Possible advantages of an exhibit include:

*nonportable equipment or hardware can be demonstrated

*image can be maintained

*competition can be assessed

*market research can be conducted

*support for the sponsoring association can be shown

*new applications for the product or service can be identified by getting ideas from booth visitors

*a new product or service can be introduced without extensive travel (if the exhibit is held near the home base)

*prospective adopters who might otherwise be inaccessible can be reached

*technical discussions that may shorten the adoption process can be held.

To build attendance at exhibits, marketers have used a wide variety of techniques, including special offers, discounts, and giveaways. However, items passed out indiscriminately are not

likely to contribute to introductions or sales. Also, display items are likely to disappear whenever a booth is left unattended.

The display itself need not be elaborate or fancy, but neither should the visual impression suggest amateurishness or indifference to visual effects. Booth rental usually includes only a draped area with a simple sign. Everything else must be rented or created and transported. Union and management rules specify what is and what is not permitted in a booth.

For guidance, send for Exhibiting at Trade Shows (Management Aid 245) from Small Business Administration, P.O. Box 15434, Fort Worth, TX 76119.

Chapter 7

The Cost of "Selling"

"How are things?" said the funding agency director to the social marketer.

"Not so hot. I've been insulted everywhere I go."

"I don't understand," said the funding agency director. "I used to be active in social marketing myself. I've had the door slammed in my face. I've had my samples thrown out the window. I've been pushed out of the client's building by the custodian. I've been spat on by clients. But insulted, never!"

That conversation, adapted from Donald L. Thompson's "Stereotype of the Salesman" (Harvard Business Review, Jan./Feb. 1972), offers an appropriate introduction to an examination of the cost of selling in the public sector.

It will be easy for the social marketer to learn to estimate certain selling costs, especially travel costs. For any overnight journey, there will be daily lodging, meals, local transportation, and a few incidentals. Air fares or automobile mileage rates can be established as well.

But it is also important to compute staff "selling" time--time away from regular duties if the assignment away from the home base

is calculated as an identifiable cost factor. A highly skilled teacher, trainer, or administrator may be called upon for "sales" work at a distant site. In each such instance, the social marketing manager will need to know how to control the costs of the selling function and how to factor it into the charges made for the product or service ultimately adopted.

Another computation will be needed. If the social marketer has only a small staff and if a large number of clients--attracted by direct-mail promotion, for example--are suddenly eager to meet with a demonstrator or trainer, which client will be served first? Priority might go to those closest geographically, to conserve on scarce travel money. Or to those most likely to adopt the product or service. Or to those in greatest need, according to the mandate of the funding agency. Or to those with the most likelihood of giving the social marketer greater visibility.

But since both promotional materials and selling carry a cost factor, it is evident that careful planning will be needed to avoid wasting lead-generating activities.

There may be a fatigue cost in away-from-home travel as well. If a demonstrator or trainer is on the road for too long a time, his work may be affected--both the quality of training for adopters and the presumably undone work back at the home base. The salesperson cannot do both jobs at one time.

"Selling" time (that is, stirring up future adopters while traveling) ideally should be accounted for separately from actual training or service time with clients. A person's salary may be the same every working day, but the cost of these various activities should be allocated realistically if the social marketing effort is to remain on a sound footing.

There are also sales costs that arise from the need to provide free samples to potential adopters. Any social marketer working in a state with a state-funded textbook (currently about half the states) must understand how the system works in each state since extensive sampling is required.

Not only are free samples a part of selling costs, but so are such seemingly minor items as telephone bills, postage, mailing materials, record keeping, and a host of other not very obvious items. Some portion of these costs should be allocated to the marketing effort.

Before any personal "sales" call, the social marketer should:

*learn as much as possible about the client's needs at the moment

*understand fully which products or services might be appropriate

*prepare a plan for the "sales call"--something that's not unreasonable, something that can be accomplished

*arrange to talk with more than one person in the organization, since most adoption decisions are made by groups

*put together printed materials that the client may keep for further reference and consideration.

After any personal "sales" call, the social marketer should:

*follow up, by phone or mail or in person

*keep careful records of what was accomplished and what still needs to be done

*review the experience to determine how to make the next sales call even more efficent and effective

*try to encourage the client to inform others in their area about the product or service or (if an adoption comes about) to become a demonstration site.

Selling is much like advertising in some respects. The main difference is that advertising is used to reduce the cost of personal selling. That explains the extensive use of public service advertising in this country today. Advertising and promotion can familiarize, remind, spread the work, overcome inertia, even add value to a product or service.

But for the nonprofit marketer who is promoting social change, advertising or direct mail cannot deliver a personal service, train a client group, or install a complex innovation and monitor its use. Hence, more costly personal "selling" must occur.

The social marketer, lacking a nationwide sales force, must pay careful attention to market segmentation and travel costs and must carefully plan all marketing efforts. And, by setting a sensible price for each product or service, the social marketer can recover some costs from satisfied clients.